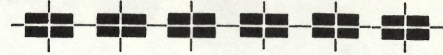


# PROJECT 360

HOME	PARENT
SCHOOL	TEACHER

an ESEA-LODESTAR development/East Side Union High School District

# Report



Andrew Hill High School

Vol. 1 No. 1

February 10, 1967

## INTERDISCIPLINARY PROJECT SEEKS CHANGE

Project 360 is a feasibility study involving 105 ninth grade students in a four-hour block of time. The project is aimed at producing behavioral changes related to the student as a person, his image of himself and of the world around him, his values, aspirations and ideals, and his character and his strength as a human being.

Areas being studied in order to accomplish the above goals include a flexible schedule based on student needs, independent study activities, the use of a resource center, a coordinated team approach toward intensive counseling and guidance, improved school-home communications, the facility requirements for an independent study program, and interdisciplinary planning.

Scheduling flexibility is achieved by dividing the students into eight groups of not more than 15 students each. Every Monday a new

schedule is distributed. This schedule is based on what was accomplished during the previous week and what needs to be done the next week.

Some students may have two hours of reading instruction on some days while others may have blocks of independent study time.

If a discussion is needed, only one group is scheduled with a teacher. If there is to be a lecture or film, two or three groups are scheduled together. When materials are available for independent study assignments, students are scheduled into the study center.

Learning materials being used include a variety of programmed texts and kits, teacher-made tape recordings, 8 mm films, and standard textbooks.

Facilities being used are two standard classrooms, one slightly-larger classroom as a study center, and a large science room. The band room is used two periods for small discussion groups.

The first quarter report cards were marked with a plus or minus instead of letter grades. In addition to the report cards, evaluation forms were sent home. These forms were marked on a 0 to 5 scale in five areas: academic achievement, performance, communication skills, personality, and citizenship.

The value of an interdisciplinary effort in personal and academic counseling has become increasingly evident to the project staff during the first semester. The positive response of students to this approach indicates the need for continued research in this area.

### First Report of Series

This is the first in a series of reports on Project 360, a special interdisciplinary program for 105 freshman students at Andrew P. Hill High School in San Jose, California.

The purpose of this publication is to give a brief description of the development and operation of the program.

Future publications will report in more detail on specific aspects of the project and will provide an evaluation of the total program.



William Gilmore, science teacher, explains the use of a portable tape recorder to Project 360 students and parents at the group's steak barbeque and field trip to the Henry Cowell

Redwoods State Park. Gilmore, who is the project director, had pre-recorded a commentary which was played during the course of the walk around the park's nature trail.

## Students, Teachers, Parents Join In BBQ

A pot-luck steak barbeque early in the school year provided an opportunity for parents, teachers, and students to meet on an informal basis.

The barbeque was held at Henry Cowell Redwoods State Park near Santa Cruz.

A pre-recorded field trip guide played on portable tape recorders was used to point out and explain important features of the park's redwood nature trail.

School bus transportation was provided for the all-day outing.

## School Tours Prove Popular With Parents

Mid-week tours of the school are offered to parents this year by Alex Reyes, ESEA home-school liaison teacher.

This popular series of tours was first offered last year on a limited basis to give parents an opportunity to see the school in operation during school hours.

More than 100 persons, including parents of many Project 360 students, have taken the morning tour during the first semester.

## EIGHT SUMMER MEETINGS PROVIDE INITIAL HOME CONTACT FOR PROJECT

A series of eight pre-school meetings was held last summer to inform parents about the project.

More than half the families who have students in Project 360 attended one of the meetings. More than 70 per cent of the families contacted attended one of the meetings. This represented a total attendance of almost 100 persons.

Four of the meetings were held at the school and four were held at the homes of Project 360 parents.

All families were contacted by letter and by a follow-up telephone call or home visit by a member of the project staff.

Subsequent home-school contacts have been much more frequent and profitable as a result of these summer meetings.

Miss Mary Utschig, project counselor, and Mrs. Patricia Hughes, reading specialist, coordinated the series of home meetings.

These meetings proved to be an effective means by which improved school-home communication can take place.

# VARIED TECHNIQUES USED TO CONTACT PARENTS

Maximum student achievement can occur only when the school and the home work together. With this goal in mind, Project 360 has utilized a variety of techniques to communicate with parents and to familiarize them with the school's objectives.

This school-home contact was started before the school year opened and has continued throughout the first semester. The description of some activities is included on these two pages.

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## Counseling Success Is By-Product Of Joint Academic Planning

An academic interdisciplinary approach to planning has also led to interdisciplinary counseling.

The frequent planning sessions needed for academic cooperation and scheduling also provide the setting for zeroing in on educational and personal problems of students. At these meetings teachers discuss study habits, behavior patterns and academic performances of the students.

Frequently such discussions have led to the discovery of incipient counseling problems, and at the same time have allowed project members to plan and execute a cooperative approach to the remediation of the problem.

The counselor is the key person in these discussions, serving as a resource person and as liaison between the project staff and other relevant school and community services.

The project counselor also generally acts to initiate any home-school contact which may seem advisable.

The groundwork for this home-school contact was laid this summer when the project counselor met with each student and parent in a pre-school counseling session.

The summer counseling program, which is a part of the regular school counseling service, has proven to be especially valuable to Project 360 in its attempt to increase the quantity and effectiveness of communication between the home and the school.

## Communication Improves As Project Progresses

One question which Project 360 hoped to answer already has been answered to the satisfaction of the project staff - Can we improve the communication between teachers and parents?

Direct contact with the home has been made in the case of almost 20 per cent of the students in the project. Several of these contacts have been full case conferences involving a wide range of school personnel. Others have been between parents and one or more of the project staff members.

In every case parent response has been positive and has resulted in a cooperative effort between home and school to help the student solve his problem.

Because they are involved in the problem immediately and directly, the student's teachers and counselor are able to plan a consistent course of action and share a mutual understanding of the problem.

## Newsletter Goes Home

To inform parents about the progress of the project as well as about current school activities in which their children may be involved, a special newsletter is mailed to all project parents.

The newsletter is produced by the project staff and is printed commercially. A regular edition is four pages of the same size as this special bulletin.

LOOK.....

THI



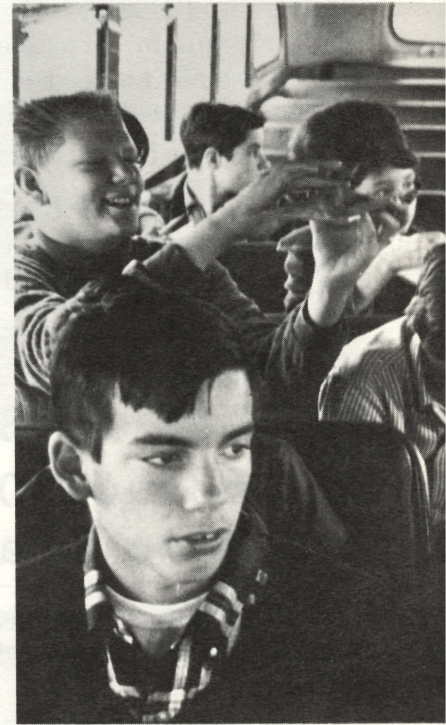
Joy Jones and Sal Chavez quickly spot a familiar land form in the Almaden area. Sal compares the hills to his clay model which he made in the classroom prior to the field trip.

**PROJECT  
LODESTAR**



TOMORROW'S HIGH SCHOOL

Individual students such as John Miller, right, were able to review important concepts of topography by using one of the cartridge-type 8 mm. rear screen projection units available to Project 360 students in the science laboratory.



A bus led the passing two small hills pupils had a field trip on topography and maps.



**"Now you try it."**  
Learning by doing is Project 360's approach to topography. It was found out while studying in a joint science-geography class by William Gilmore and Mr. and Mrs. and geography teachers, High point of the two small hills in the Almaden area. The students had made their own clay and topographic maps.

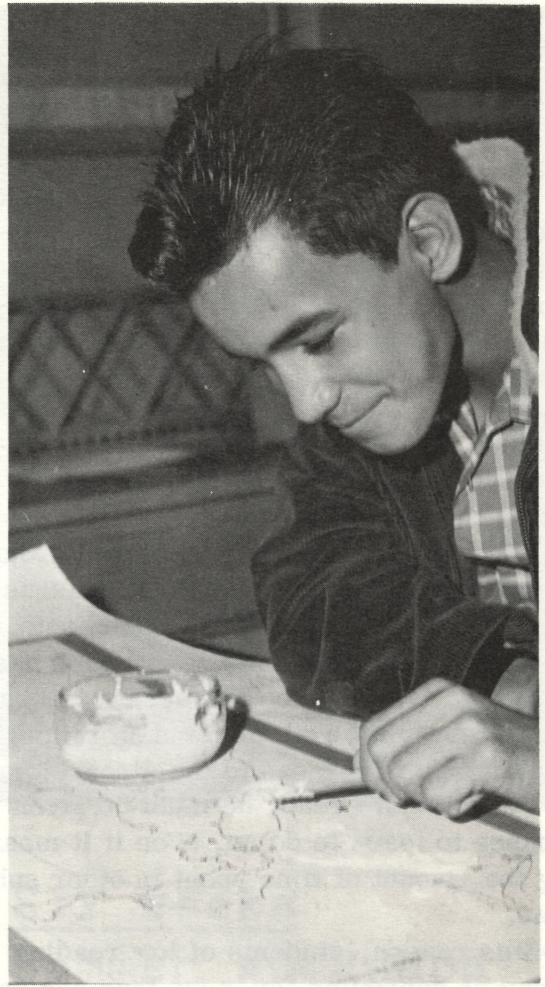
Small group instruction as Mr. William Gilmore's class was an important part of the topography field trip. This combined to give the students a good ground in various land forms represented on maps.

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# RE'S OUR MOUNTAIN



of Project 360 students scans  
 andscape for a familiar sight -  
 ning hills which until now the  
 n only as lines on a map. This  
 ies concluded a unit on topog-  
 eading.



A steady hand, a good map,  
 and a lot of patience were all  
 Victor Godinez needed to con-  
 struct this scale model of part  
 of the Almaden Valley.

a key part of Pro-  
 eaning, as students  
 land forms and maps  
 raphy unit with Mr.  
 iley Wilson, science  
 spectively.  
 nit was recognizing  
 aden area from mod-  
 in the classroom us-  
 maps of the area.



tional sessions such  
 lds here were an im-  
 ation for the topog-  
 and other activities  
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 ns and how they are

# Disciplines Unite To Test Techniques

The unique feature of the math program is its heavy reliance on programmed learning materials, supplemented by regular achievement testing and teacher-student conferences.

Many students have exceeded the requirements for one semester's work, while slower students are achieving success as the result of a slower pace and increased individual attention when needed.

Frequent small-group discussions have added a new dimension to English, especially in the study of literature.

The flexibility of Project 360 allows groups of 12-15 students to meet for hour-long discussions based on common reading assignments.

The informality of these small groups has made it possible to involve all students and has enabled even the most reticent student to feel secure in contributing ideas to the discussion.

If a student can't read, he must be given every chance to learn to do so, even if it means reducing the amount of time spent in other subject areas.

For this reason, students of low reading ability may be scheduled for more than one period of reading instruction per day.

As a result of this approach, motivation of students has been increased. Evidence of this change in attitude toward reading has been the change in leisure reading habits of the students.

The interdisciplinary approach to subject matter has proven to be especially effective in science and geography.

For example, the ninth grade course of study in geography includes topography, while much of the same material is covered in the geology unit of the freshman science course. In Project 360 the two aspects are covered together.

Other areas which have been planned jointly include weather and climate, vocations, and basic map reading skills.

Basic programmed texts and other instructional materials were selected and have been used jointly by the two disciplines.

In addition to the texts, the science-geography sequence uses model building, jointly-prepared tape recordings, 8 mm film loops, and slide series with synchronized commentaries.

An anticipated addition to the interdisciplinary approach will be the correlation of science and geography writing assignments with the English composition sequence.

Although this approach is difficult to organize and time-consuming to execute, it shows great promise for future development.



Project 360 Study Center



Project 360 staff members meet with Principal Henry Jensen, second from left. They are William Gilmore, project director; Jensen; Wiley Wilson, social science; Ted Faley, English; Darrel McLeod, mathematics; Miss Mary Utschig, counselor; and Mrs. Pat Hughes, reading specialist.

## Project Population Is Heterogeneous Sample Of Incoming Freshmen

Students in Project 360 represent a modified heterogeneous sampling of incoming freshmen.

In order to insure appropriate class loads for staff members, a disproportionately-large number of remedial reading students were included in the group. Forty of the 105 students are in the remedial reading program. The remainder of the students are enrolled in English.

Another group of 130 students is being used as a control group. They are enrolled in standard freshman classes.

Sex and ethnic ratios in the project are the same as those in the total school population.

The ability range is somewhat lower than the school average because of the large number of remedial reading students, but IQ's in the project range from the low 80's to the high 130's.

## Six weeks Summer Workshop Gives Staff Planning Time

Six weeks of summer workshop provided the project staff with time to develop a unified philosophy and strategy, do some initial planning and select materials for the first year of operation.

The first semester has proved the value of this time, but also has demonstrated the difficulty of planning something you never have experienced.

Saturday workshops during the school year have provided stop-gap measures to meet immediate problems, but a second summer workshop will be needed to create the learning materials necessary for a more complete individualization of instruction.

The staff has come to realize that it must take a second look at the demands made on its time by the need to create new methods and materials and at the same time to maintain a full teaching load.

The summer workshop involved all five project teachers and the project counselor. This summer time also was used for a series of pre-school orientation meetings for parents.

# SOME ANSWERS FOUND, BUT NEW QUESTIONS ARISE

We've opened some doors this year and have found some answers; we also have run into some dead-ends. But most of all we have formulated many questions that still must be answered.

A summary of the project findings will be reported in a publication to be compiled next summer.

The problems we have uncovered this year will form the basis of our project design for next year. These include the following:

This year 105 students are in the group. What would happen with 200 students in the group?

These students all are freshmen. How can we best flow the program on into the sophomore year?

This year's project covers only the four basic freshman academic requirements. Would the student benefit if elective courses and physical education were integrated into the program?

## '360' Is Joint Venture

Project 360 is financed jointly by funds from Title I, ESEA and the East Side High School District's Project Lodestar grant from the Kettering foundation.

Techniques being piloted in Project 360 are being considered for adoption under Project Lodestar in the new Oak Grove High School.

Facilities for this year's project were primarily standard classrooms. What would be the effect on learning if the traditional school-room atmosphere could be eliminated?

This year all staff members have become increasingly involved in counseling activities. The success of this involvement would suggest a re-evaluation of the roles of the teacher and the counselor in the guidance program.

## Extensive Evaluation Planned for Project

Extensive provisions have been made for evaluating the total project as well as its individual components.

Areas of evaluation include academic achievement, ability, attitudes and student self-image.

Achievement will be tested by use of standardized tests which were administered in September and will be given again in June.

Questionnaires to be completed by students and parents will be used to reflect changes in attitude toward school.

Attendance, drop-out rate, tardies and grades in elective courses are other measures which will be used.

In each instance comparison will be made with the control group.

# PROJECT 360

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